

# Learning Support Policy

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## Learning Support Policy

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## 1 Rationale

This policy exists to ensure the school identifies and addresses the needs of those pupils who have special educational needs. Changes in arrangements for Special Educational Needs came into force in September 2014 with the implementation of provisions from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014).

## 2 Aims

- To identify those pupils within the school who have special educational needs (SEN)
- To ensure that the individual learning needs of pupils are identified, regularly assessed and that appropriate provision is implemented as part of a whole school approach to meeting SEN.
- To involve parents, staff and the pupil in all decisions regarding their SEN.
- To ensure that there is support for teachers to meet the learning needs of all pupils.
- To make the optimum use of support staff and to ensure that a range of support strategies and resources are used to aid progress.
- To help mainstream staff to develop their skills in differentiation and to include consideration for individual learning needs in all aspects of the curriculum.
- To ensure that procedures exist for effective liaison with parents, external agencies and staff.
- To be guided by the SEND Code 2014. As a general principle many of the requirements of the SEND Code 2014 do not have direct application to independent schools other than for statement/EHC plans.
- Early years provision funded by Local Authority must have regard to the SEND Code 2014

## 3 Objectives

- To identify those pupils with specific learning difficulties
- To assess what those difficulties are and advise accordingly
- Create a graduated response; assess/plan/do/review
- To liaise, advise and support parents with SEN procedures and plans.
- To establish effective remedial programmes
- To support individual pupils through individual or small group coaching
- To support teachers and learning support assistants
- To promote equal opportunities for pupils within the SEN framework.
- Parents, teachers, learning support staff and Head of Learning Support will create targets to support progress via an individual education plan.
- Progress will be closely monitored via individual assessments and annual school assessments.
- To keep parents fully informed and involved in their children's progress

## 4 Definitions

### *A definition of SEN*

According to the SEND Code 2014:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A person has a disability if they have a physical or mental impairment which has a substantial and long term effect on their ability to carry out normal day to day activities  
Equality Act 2010 section 6(1)

- Duty to make reasonable adjustments
- To avoid putting a disabled person at a substantial disadvantage
- Can include the provision of auxiliary aids or services
- Anticipatory duty
- Learning difficulty/disability
- A Child or Young person has a learning difficulty or disability if s/he has:
- A significantly greater difficulty in learning than the majority of others of the same age, OR
- A disability which prevents or hinders him/her from making use of facilities generally provided for others of the same age in mainstream school

When a disabled child or young person requires special educational provision they will also be covered by the SEN definition” SEND Code 2014

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people.

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.

## 5 Responsibilities

Providers who are funded by the local authority to deliver early education places must have regard to the SEND Code 2014:

- Plan for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs
- They should have a clear approach to identifying and responding to SEN.
- Monitor and review of progress throughout as well as formal assessment.
- If a child is behind expected levels, follow procedures for gathering information and seeking ‘Early Help’ Create a graduated response; assess/plan/do/review
- Follow guidelines for seeking external help of specialists or requesting an EHC assessment
- Liaison between school, parents and Head of Learning Support with regard to all decisions for seeking external support.

- All staff are aware and supported with the changes to the SEND Code 2014.
- To ensure that the appropriate provision for statemented/EHC plans and other SEN Support pupils is implemented and regularly reviewed and that individual education plans are planned and carried out in collaboration with parents specialist staff and the support agencies.

More information regarding EYFS can be found at: <https://www.gov.uk/early-years-foundation-stage>

- Head of Learning Support: screening, assessment, liaising with parents, liaising with teachers, liaising with external bodies, organising individual specialist tuition, organising human and physical resources, advising teachers.
- Specialist teacher(s): individual tuition
- Learning support assistant(s): classroom support, small group support.
- Class teachers: Initial interventions and differentiation, awareness of common problems leading to identification; liaison with parents to keep them informed.

## 6 Procedures and practices

### 6.1 Initial identification

- Quality First Teaching: high quality teaching targeted at areas of weakness which includes effective differentiation.
- Teachers understand their responsibilities towards the progress of ALL pupils, including those with SEN. This will include setting clear targets for progress, agreeing what support should be provided and track how it is working
- Assess-plan-do-review' cycle is the core underpinning principle to identifying and supporting pupils with SEN
- Appropriate differentiation for individual pupils should be the first step in responding to possible special educational needs.
- Where progress continues to be less than expected the class or subject teacher, working with the Head of Learning Support, should assess whether the child has SEN.
- While informally gathering evidence (including the views of the pupil and their parents) we will put in place appropriate interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.
- For some pupils, SEN can be identified at an early age. However, for other pupils difficulties become evident only as they develop.
- All those who work with pupils are alert to emerging difficulties and respond early. Parents know their children best and we listen when parents express concerns about their child's development. Concerns can also be raised by the pupils themselves.

*Standardised assessment scores:*

- Any standardised score below 90 (VR, NVR, RPT, NPT)
- A difference between VR and NVR scores greater than 20.

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- A significant difference between performance in standardised tests and exam performance.

#### Testing:

- Annual group standardised tests include: Reading Progress Test, Numeracy Progress Test, Spelling Progress Test, Cognitive Ability Tests, Verbal Reasoning, Non Verbal Reasoning
- Free writing speeds. Results analysed by Head of Learning Support and Academic Deputy Head
- Discrepancies in annual scores highlighted and compared to VR/NVR as well as verbal ability and classroom performance. Liaison between teachers, parents and pupil.
- Head of Learning Support Department will perform 1:1 testing diagnostically and to monitor performance and progress
- Teachers observations, classwork and assessment can trigger concerns
- LSAs and t/a observations are discussed with class teacher and reported back to Head of Learning Support
- Specialist assessments to include: Educational Psychologists/Helen Arkell Specialist Teacher assessments, Speech and Language assessments, Paediatrician report, Occupational Therapy report.
- All scores to be assessed by Head of Learning Support.

## 6.2 Initial Learning Support Assessment

Leading to four options:

- No special help needed - keep under review
- Additional support given within the classroom - records kept
- Short term boost needed - records kept
- Further advice and support needed - see Further Assessment below

## 6.3 Further Assessment

When the initial Learning Support assessment shows that there is a need for further advice the options are:

- In-house screening by Head of Learning Support to discern if there is an SEN
- Full assessment by an Educational Psychologist, Specialist Teacher Assessment, Occupational Therapist, speech/language therapist, paid for by parents.

### SEN Support

School Action and School Action Plus are now known as SEN Support. In identifying a child as needing SEN support, the class or subject teacher working with the Head of Learning Support will carry out a clear analysis of the pupils needs, providing a summary of strengths and weaknesses as well as how to support in the classroom for all those involved with the pupils education to use.

The Head of Learning Support will hold progress review meetings, issues IEPs, and will coordinate meetings between parents and teachers so that everyone is kept informed, using an 'Assess, Plan, Do, Review' cycle. Ensuring that the pupil's views are sought and listened to.

### **School Concern List**

Pupils are reviewed twice a year or earlier if requested. Review information requested from the teachers of each pupil and a decision taken about the need for further action or whether to remove the pupil from the Concern List.

### **Statement/EHC plans**

All statements of special educational needs will transfer within 3 years to an Education and Health Care Plan ranging from 0-25 years. Statements will change to EHC plans at transition stages. Pupils are reviewed twice a year. The Head of Learning Support will hold an annual review meeting, requesting information from subject tutors, specialists, Learning Support Assistants and is responsible for gathering all the information required for review.

Pupils' targets, achievements and IEP are discussed at Parents' Evenings or during review meetings.

## **6.4 Reviews, Feedback to Parents and Parental Involvement**

### **6.4.1 After initial assessment**

The tutor and Head of Learning Support will liaise with parents once the pupil has had the initial learning support assessment.

### **6.4.2 School Concern List**

Pupils are reviewed twice a year. Review information is requested from the teachers of each child and a decision taken about the need for further action or whether to remove the pupil from the Concern List.

### **6.4.3 SEN Support/Statement/EHC Plan**

Pupils are reviewed twice a year. Review information is requested from the teachers.

Pupils' targets, achievements and IEP are discussed at Parents' Evenings.

## **7 Special Educational Needs**

The Special Educational Needs Policy applies to all categories of Special Educational Need. Specific Learning Difficulty (dyslexia) is statistically the most common need within the school but all other needs, including dyscalculia, speech and language impairment, dyspraxia, autism and Asperger's, fall within the scope of this policy.

## **8 Equal opportunities**

This policy applies equally to all children within the school

## 9 Assessment

Each pupil's progress will be assessed focusing on their individual SEN using the school assessment cycle and individual assessment by specialists involved with the pupil. Usually this includes improvement in literacy/numeracy scores beyond those expected due to chronological age, or in line with their particular difficulty, where small, realistic steps in progress is evaluated.

## 10 Monitoring and evaluation

The Head of Learning Support will keep assessment records:

- Closely monitors pupils who have been raised as a concern
- Track SEN pupil progress
- Provide small group withdrawal support, monitor and evaluate their progress.
- Provides comprehensive and individual information about each SEN pupil to teachers.
- Provide additional aids i.e. writing slopes, laptop trials, handwriting pencils, overlays etc.

### SEN department staff:

Head of Learning Support - Sonya Rohov.

Learning Support Assistants (LSAs) - Helen Highett, Sarah McGuinness, Amanda Parsons, Nikki Subhan.

Each intervention is evaluated after one term, unless otherwise specified. Progress is evaluated and measured against baseline and initial assessment data.

## 11 Health and Safety

The department will operate to the school's Health and Safety requirements.

## 12 Cross-Curricular Links

This policy applies across all departments within the school.

## 13 Planning

Planning will be carried out by the Learning Support Department together with relevant Departments.

## 14 Resources

The Learning support Department has its own budget to provide resources. Resources needed within other departments will be funded from within those Department budgets.

Withdrawal Phonics Group	Coloured Reading Ruler
Withdrawal Spelling Group	Writing Slope
Reading, additional	Visual Timetable
Read Write Reading Scheme	Visual prompt
Speed Up handwriting Group	Keyring for lesson organisation
In-Class LSA Support	Triangular handwriting Pen/Pencil
Toe by Toe	School Movement Programme
Spelling resources	Individual Spelling Book
Plus 1 maths	B/D Reversal pack
5 Minute Maths	Comprehension Pack
Sherston Literacy	Teach Your Monster to Read instructions
Sherston Numeracy	Nessy Spelling Programme
Scribe	Word Shark
Social Story	Number Shark
Fidget Toy	SMART Club
Extra Time	Touch Typing
Reader	Multisensory resources to include board games, IT programmes.
Pen Pals Writing Pack	
Write Start Writing Pack	

## 15 Display

Display work will be within the Learning Support Department premises and on department notice boards.

## 16 Glossary and Additional Information

### 16.1 Charging for extra tuition

Where a pupil has 1:1 specialist tuition or extended individual attention and care the school will seek parental consent for the additional charges.

Support in small groups and normal support within the classroom will not be charged for.

### 16.2 Governors Oversight

The governing board seeks to ensure that the needs of all pupils are met and that the necessary provision is made for pupils with SEN, both with and without statements of special education need, is adequate and secure.

The Governing Board assigns one governor particular responsibility for Learning Support.

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## 16.3 Additional Information

[Learning Support Steps Flow Chart](#)

[Local Offer Flow Chart Steps 1, 2 and 3](#)

## 16.4 Examples of reasonable adjustments for disabled pupils

- A pupil with Dyslexia needs to use a coloured overlay and a word processor, and requires 25% extra time. The use of a yellow coloured overlay is a reasonable adjustment for the pupil since it helps him to improve his reading accuracy. The use of a word processor is a reasonable adjustment since it is his normal means of producing written work within the school and is appropriate to his needs. The pupil has been assessed by a specialist assessor using an up to date nationally standardised test. The assessment shows that the pupil has a substantial and long term impairment as his working memory score is in the below average range. The school can supplement the specialist assessor's report with a picture of need showing 25% extra time as his normal way of working within school.

**25% extra time & a word processor is a reasonable adjustment.**

- A pupil has Asperger's Syndrome which is confirmed by a letter from a consultant paediatrician. He has persistent and significant difficulties with his handwriting which is poor but not illegible. He is unable to complete English, Geography and History papers within the time allowed. In other subjects he finishes the papers before the end of the test.

**25% extra time on account of his impairment which is having a substantial and adverse effect in those subjects with extended writing. Without the application of 25% extra time in those subjects the pupil would be at a substantial disadvantage**

- A pupil with has a specific processing difficulty has been assessed by a specialist assessor using an up to date nationally standardised test. The assessment shows that the pupil has a substantial and long term impairment in processing and his score is in the below average range. The pupil has a standardised score of 69 or less and is awarded 50% extra time. The school can supplement the specialist assessor's report with a picture of need showing that the pupil has successfully started using 25% extra time as his normal way of working within school and practised and used this method, gradually increasing the arrangement up to 50%.

**50% is eventually awarded providing the pupil has proven that he can make use of the full amount.**

- A pupil with Speech, Language and Communication Needs (SLCN) is allocated a reader. The use of a reader would be reasonable adjustment for this pupil. The pupil also has persistent and significant difficulty with memory of spoken language and needs repetition. Extra time of 25% is required as the process of reading will be substantially slower. Without the application of 25% extra time the pupil would be at a substantial disadvantage.

**The school awards the pupil 25% extra time and a reader**

- A pupil with a below average reading score in accuracy, comprehension and comprehension processing, obtained by using a nationally standardised test, is awarded a reader. Reading aloud helps a candidate to spot their own mistakes and improves their comprehension of written texts.

**The pupil is permitted a reader**

- A pupil with below average speed of writing or whose writing skills impact significantly on demonstrating his knowledge, and whose usual way of working is using a laptop is permitted to use a laptop.

**The pupil is permitted use of a school laptop in exams**

*Any extra time in exams and tests is usually phased in gradually to allow us to monitor its effectiveness and for the pupil to 'learn' how to use the time.*